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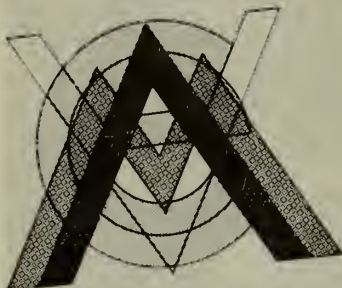
14th Annual Report

Montana Advisory Council for Vocational Education

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"We cannot always build the future for our youth, but we can build our youth for the future." (Franklin D. Roosevelt, speech, U of Pennsylvania, Philadelphia, Sept. 20, 1940.)



MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

Kathryn M. Penrod
Executive Director

October, 1983

Ed Argenbright
Superintendent
Office of Public Instruction
Room 106, State Capitol
Helena MT 59620

Dear Superintendent Argenbright:

The Montana Advisory Council for Vocational Education is pleased to present our Fourteenth Annual Report to the State Superintendent of Public Instruction for your review and comment. Please submit a letter of transmittal with your comments to the U.S. Commissioner of Education prior to December 31, 1983.

The Council has focused our attention this year on issues of importance in Montana. We have tried to represent our various positions objectively and articulate our concerns and recommendations clearly and precisely. We strive to focus our attention on strengthening, improving, and promoting vocational education.

We commend the Office of Public Instruction and their staff for the many fine programs, the technical assistance, and the time spent in making vocational education available to so many Montana citizens.

We believe in vocational-technical education at both the secondary and postsecondary level. We know that with good vocational-technical programs, occupationally trained people will make greater contributions to the economic well-being of Montana. We hope this report will be useful to you as we focus on making that training available to more citizens each year.

Sincerely,

George McCallum
Chairman

George McCallum, Chairman
Col. Gordon H. Simmons,
Vice-Chairman
Forrest Boles
Dr. Alex Capdeville
A. Ray Collins, Jr.
Mark Etchart
Ralph O. Godtland
Susan Gust
Nora Hanson
Jane Hedstrom
Dr. Robert Hokom
Dr. Jon Jourdonnais
Elena Korsmoe
Peggy Macdonald
John Pinsker
J. Gregory Plese
Dr. Virgil Poore
Keith Richardson
James M. Schultz
Sanny Tobin
J. Melvin Williams
William J. Wohlers

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• Helena, Montana 59620

• Phone (406) 449-2964



Paul Stengel, Superintendent, Custer County High School, Miles City

My support for vocational education is based on experiences that I have had over the years in which I have been able to witness some very, very fine accomplishments that have been managed by vocational education. Accomplishments which allow students to enter the job market and take jobs. Experiences which have allowed them to go from high school to the next step and become productive citizens with the ability to be either a professional worker, a skilled worker, or a laborer.

Top left: Chance Kirby and Bob Tompkins Boring an engine for oversized pistons; Auto Mechanics: Helena Vocational Technical Center.

Top right: Phun Hoa and Lai To Ha Installing an oil pump; Auto Mechanics: Helena Vocational Technical Center.

Right: Linda Onslott Entering data into a word processing unit; Secretarial, Word Processing: Helena Vocational Technical Center.



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A good example of misreading industry feedback to educational needs is the back-to-basics backlash. Industry people have been strongly advocating better business English skills training and. . . this has been interpreted by some legislators/educators as four years of English literature. —Janet Hunt, Standard Oil Co. of California

INTRODUCTION

State Advisory Councils for Vocational Education were established as a required part of a total state system for vocational education by the passage of the 1968 Vocational Education Amendments (P.L. 90-576). In 1976, with the passage of P.L. 94-482, Council responsibilities were increased and membership categories expanded. The twenty categories are listed on the next page adjacent to the Council member's name who fills that position.

State Advisory Councils are required to publish an annual report. This annual report includes the Council's advice and recommendations to improve vocational education in Montana. In addition, results of Council evaluation projects and the 1983 public hearing are included. Comments on the state's employment and training plans are also an important aspect of this report and required by law to foster communication and cooperation between two state programs with similar goals.

In Montana, the State Advisory Council is appointed by the State Superintendent of Public Instruction, an elected state official. Following deliberation, analysis of available data and evaluation projects, the Council shares their views with Montana's sole state agent for vocational education.

State Advisory Councils across the country are working with administrators, legislators, management, and labor representatives to maintain, strengthen, and improve vocational education for those people who desire and can benefit from vocational education.

Council Purposes

TO LISTEN

—Expression of local ideas and concerns relating to vocational education are heard by holding at least one public meeting yearly.

TO ADVISE

—The Office of Public Instruction on development of the annual State Plan for Vocational Education and the related long-range planning.

TO EVALUATE

—Effectiveness and accomplishments of vocational education programs at the state and local level in terms of goals and objectives contained in the State Vocational Education Plan.

TO RECOMMEND

—Changes in programs, services, and activities as may be warranted by Council evaluation.

TO REPORT

—Annually MACVE reports the effectiveness of the State's vocational education programs, services, and activities.

TO ASSIST

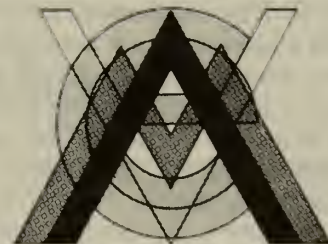
—In the development and effective use of local advisory committees.

The Council Membership

Name	Area Representation	Home Town
Forrest "Buck" Boles	State Manpower Services	Helena
Dr. Alex Capdeville	Postsecondary Vocational Education	Helena
A. R. "Ray" Collins, Jr.	Vocational Guidance	Billings
Senator Mark Etchart	General Public/Knowledge of Disadvantaged	Glasgow
Ralph O. Godtland	Industrial/Economic Development	Butte
Nora Hanson	Physical/Mental Handicapped	Big Timber
Jane Hedstrom	Vocational Teachers	Havre
Dr. Robert Hokom	Community Colleges	Miles City
Susan Gust	Vocational Students	Big Timber
Dr. Jon Jourdonnais	Management	Great Falls
Wendy Keating	State Manpower Services	Billings
Elena Korsmoe	Knowledge of Sex Stereotyping and Minorities	Great Falls
Peggy Macdonald	Secondary Vocational Education	Billings
Senator George McCallum	Agriculture	Plains
John Pinsker	Local School Boards	Polson
J. Gregory Plese	Non-Profit Private Schools	Helena
Keith Richardson	Labor	Billings
Rep. James Schultz	Secondary Comprehensive Schools	Lewistown
Colonel Gordon Simmons	Special Needs District	Missoula
Avis Ann "Sanny" Tobin	Management	Helena
Rep. J. Melvin Williams	Special Knowledge of Vo Ed Programs	Laurel
Dr. Virgil Poore	Superintendents	Billings
Rev. William Wohlers	State Correctional Institutions	Deer Lodge

Executive Committee

Senator George McCallum, Chairman
 Col. Gordon Simmons, Vice Chairman
 Dr. Alex Capdeville
 Dr. Jon Jourdonnais
 A. R. "Ray" Collins, Jr.
 Avis Ann "Sanny" Tobin
 Dr. Virgil Poore



MACVE Staff

Kathryn M. Penrod, Executive Director
 Kristine A. Roby, Administrative Assistant

MACVE Activities FY 1983

Evaluate

MACVE members and staff have accompanied the Office of Public Instruction on its evaluation visits of high school vocational education programs many times throughout the year. Each year the Office of Public Instruction attempts to visit one third of the high schools in Montana with approved vocational education programs. During FY83 schools in the western part of the state were visited. MACVE members were impressed with the general enthusiasm of the instructors and students. We met with local advisory committee members in many schools. These community people were supportive of their vocational programs. We found, however, that many advisory committees were not very active and need technical assistance to effectively accomplish their responsibilities.

MACVE also completed a follow-up research project on the OPI evaluation process. We sent a questionnaire to all personnel whose programs were evaluated. This survey gathered information from the individual's perspective on the process and effectiveness of the OPI visitations. The results of this research project are reported on page 17.

Listen

MACVE listened to the public in several ways during FY 83. During the Montana Vocational Association State Leadership Conference, the Council gathered opinions from many of those in attendance. We asked participants at the Conference to complete a questionnaire. Participants at the Conference who completed the questionnaire felt that additional/new vocational classes and programs, public relations for vocational education, and new equipment for vocational education programs should be high priorities within Montana for vocational education. Additional results of this opinion survey are on file in the MACVE office.

On May 18, 1983, MACVE held a public hearing in Miles City, Montana, at the Community College. There were nine speakers including a legislator, local business representatives, a student, and professional educators. The public hearing focused on thoughts to improve Montana's Vocational Education System. Comments are summarized on page 18-19 of this report.



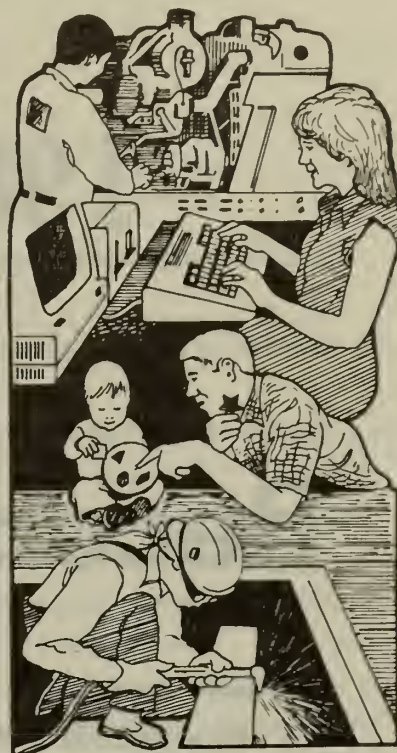
Publish

During FY 1983 MACVE published two newsletters, two informational flyers, and a summary of our annual report for use by the public and educational decision makers.

The newsletter, **The MACVE Sprout**, included stories about activating local advisory committees, partnerships between business and education, articles about our state leadership conference, and highlights of council activities. It was distributed to vocational instructors, administrators, and local advisory committee members. Approximately 2,000 newsletters of each edition were distributed.

The two informational brochures were developed to inform the public about vocational-technical education programs, enrollments, placement rates and costs. One flyer focused on postsecondary and one on secondary vocational education. These flyers were distributed to schools, legislators, Chambers of Commerce, Job Service Offices, county fairs, and to individuals by Council members.

The summary of our annual report served an important role in highlighting our recommendations to OPI and summarizing our activities as a State Advisory Council.



Advise

MACVE advised program planners and state decision makers in several ways during FY 1983. Col. Gordon Simmons served on the State Planning Council as they developed the FY82 Vocational Education Accountability Report and the FY84 State Annual Plan for Vocational Education. Montana's State Director for Vocational Education also met with the MACVE's State Plan Committee members to share with them the various aspects of the planning process.

Several MACVE members presented testimony to the Montana Legislative Joint Subcommittee on Education and Cultural Resources when funding was being considered for both secondary and postsecondary vocational education programs.

Forest Boles, a Council member, prepared testimony for the National Advisory Council for Vocational Education regarding the vocational education needs of a large rural state.

Technical Assistance

Technical assistance is an important priority of the Montana Advisory Council for Vocational Education. In March of 1983, MACVE sponsored a local advisory committee workshop in Polson, Montana. State Council members, local advisory committee members and vocational educators from nine school systems attended the workshops. A slide/tape program on the purpose and role of local advisory committees was shown followed by discussions and group activities. Evaluations of the workshop indicated that the workshop was perceived by participants to be quite useful.

MACVE continues to distribute our local advisory committee handbook and the slide/tape program. Over 400 handbooks were distributed and the slide/tape program was mailed from our office fifteen times. We use our newsletter as a means of technical assistance by including articles on activities for local advisory committees and examples of successful projects.

1983 MACVE

Recommendations

The State Advisory Council for Vocational Education:

- 1) Recommends to the Office of Public Instruction an increase in the education networking and inservice opportunities for vocational guidance counselors and those counselors from the employment service community;
- 2) Recognizes the importance of the use of computers in vocational education and recommends a continued effort to upgrade the experience level of vocational students and vocational instructors with the use and application of computers in their respective program areas;
- 3) Recommends that the Office of Public Instruction provide leadership to local advisory committees to promote the much needed local partnership between vocational education and business, industry, and labor;
- 4) Recommends that the Office of Public Instruction consider increasing the number of quality vocational cooperative education programs in the state to assure the students an experience in on-the-job training;
- 5) Recommends that the Office of Public Instruction increase the coordination of inservice education for vocational instructors through cooperative efforts with business and industry training programs;
- 6) Recommends to the Office of Public Instruction that a continued effort to expand public awareness of vocational education be promoted by using state and local media.

Advise

The State Advisory Council for Vocational Education advises the Office of Public Instruction to:

- 1) Continue to maintain the effort to make all vocational education accessible to learners with special needs;
- 2) Maintain the number of staff positions in the Department of Vocational Education Services;
- 3) Maintain efforts to coordinate vocational education programs between secondary and postsecondary educational institutions;
- 4) Continue to be involved at the legislative level to promote increased funding for vocational education programs and needed equipment;
- 5) Coordinate with the Department of Labor and the Governor's Private Industry Council for JTPA to maximize use of existing facilities for education and training programs;
- 6) Continue to develop complete competency-based curriculums in areas necessary for job performance and placement.

Commendations

The State Advisory Council for Vocational Education commends the Office of Public Instruction for the:

- 1) Development of program standards for secondary vocational education;
- 2) Cooperation with SOICC and use of employment data in the **1984 Annual Plan**;
- 3) Efforts to simplify the secondary vocational education program application and evaluation process;
- 4) Efforts to increase communication among the five Vocational-Technical Centers.

OPI Response to MACVE's FY 82 Recommendations

RECOMMENDATIONS

1. Further analysis of the Manpower Training Needs of the state be made in developing the most viable funding and programming priorities for the next five year planning period.
2. Increase articulation of vocational programs/courses between secondary and postsecondary vocational institutions.
3. Competency-based curriculum guides be developed for all vocational instructional areas.

OPI RESPONSE

The Montana Department of Labor and Industry released the "Average Annual Openings—Montana 1980-1990" on February 23, 1983. They estimated that there would be 15,975 job offerings each year. Their estimate considered openings due to growth and openings due to separations. The mathematical estimates are based on 100 percent sampling of the 23,000 Montana employers.

In January 1983, the Montana State Occupational Information Coordinating Committee released the employee supply figures for Montana occupations.

The supply and demand figures were studied by the Montana Vocational Education Planning Council at the February 23, 1983 meeting. Their interpretation of the facts will be reflected in the Montana 1984 State Plan.

The Department of Vocational Education Services specialists serve both the secondary and postsecondary vocational programs. The specialists also meet the instructors from both levels at the annual State Leadership Conference. These meetings, especially the curriculum update sessions, provide opportunities for articulation between the vocational programs.

In FY82, each of the five vocational-technical centers furnished the Assistant Superintendent for Vocational Education Services the new Classification of Instructional Program (CIP) numbers. The centers also listed the number of quarters for each CIP number. A variance was noted between centers claiming the same CIP number. The appropriate specialist from the Department of Vocational Education Services will investigate the cause of the variance. A desired outcome of the FY 83 investigation is to increase articulation among the vocational-technical centers.

In fiscal year 1982, arrangements were made to have the Mid-America Vocational Curriculum Consortium give a three day workshop to the Department of Vocational Education Services. The workshop was scheduled for the professional staff for September 1982.

Descriptive literature from the Student Occupational Competency Achievement Tests (SOCAT) has been made available to the professional staff. Many of the materials are obtained through Northwestern Vocational Curriculum Management Center. Appropriate materials are made available to schools.

RECOMMENDATIONS

4. Efforts to obtain funding from state legislature for secondary vocational education actual excess costs and for adequate funding of five postsecondary vocational-technical centers be continued.
5. Refined evaluation process for secondary and postsecondary vocational education based on program standards be adopted and OPI offer follow-up and technical assistance where warranted.
6. MACVE or similar uniform vocational certification standards for secondary and postsecondary vocational education.
7. Efforts to meet inservice needs of local advisory committees in conjunction with MACVE be continued. While the office is to be commended for funding a special project to develop a slide/tape inservice program and conducting workshops throughout the state, surveys indicate that there remains a need for much more information and inservice for local committees.
8. More local industry liaison with public schools for providing community training situations for special needs students be developed. Cooperation among all concerned agencies is encouraged (CETA, Vocational Rehabilitation, public schools, Office of Public Instruction, etc.). The Office of Public Instruction is to be commended for providing major project funding for the "trainable" special needs students.

OPI RESPONSE

The 1983 Montana Legislative Session for the 1985 biennium responded to the economic climate of the state in relation to all state agency requests for funding. The Department of Vocational Education Services presented two major budget packets to education committees for reference purposes. Each packet for secondary and postsecondary funding requests outlined the need and purpose for vocational education funding.

Secondary vocational education received a continuance of "excess cost" funding with no increase for inflation, growth or consideration for total costs.

Postsecondary vocational education received an appropriation increase of 13 percent for the 1985 biennium.

In FY 82, the Department of Vocational Education Services staff under the leadership of the Assistant Superintendent for Vocational Education Services revised the Guidelines for Secondary Vocational Education in Montana and the Guidelines for Postsecondary Vocational Education in Montana. The Assistant Superintendent utilized the vocational-technical center directors in the revision of the postsecondary guidelines. These guidelines state general and specific requirements.

The evaluation instruments used for secondary on-site evaluations have been revised. The primary revisions have been to eliminate duplicate criteria between vocational programs and the administrative instrument. A few duplicate criteria were deliberately left in the evaluative instruments. It was thought the duplication could indicate different perspectives of vocational education. The self-evaluation for the postsecondary centers was modified slightly.

The State Board of Public Education has the legal responsibility for all certification standards. The Office of Public Instruction has been working in cooperation with the State Board to make the desired changes to the certification standards.

The Department of Vocational Education Services, Montana Advisory Council for Vocational Education and Montana State University continue to distribute the slide/tape presentation to local advisory councils.

The technical assistance given to vocational instructors and local advisory councils is most evident during the on-site evaluations. As noted earlier in this section, the majority of inactive advisory councils have been corrected and are now active.

Industry liaison was promoted through the Department of Vocational Education Services representation on the Private Industry Council (PIC). The staff of Vocational Education Services stressed the importance of industry representation on advisory councils when making the on-site evaluation.

*A special needs group that received greater incentive in fiscal year 83 was the displaced homemaker. An additional \$8,000 was made available with the request for proposals going to agencies to encourage their active participation. Augmenting awareness and service to this group, a wide distribution was made of the publication *Sex Fairness in Vocational Education—Strategies for Advisory Committees*.*

MACVE Comments

ON

JTPA

JOB TRAINING PARTNERSHIP ACT

IMPLEMENTATION IN MONTANA

After reviewing the Governor's goals for the Job Training Partnership Act (JTPA), and the initial plans for implementing JTPA in Montana, the State Advisory Council for Vocational Education makes the following comments.

The Governor's goals are consistent with the federal law. Self-sufficiency for the 'most in need' participants through unsubsidized job placement is the Governor's goal in Montana. The accomplishment of this goal will increase our state's economic stability. The Governor's goals could be improved by reflecting a more specific focus on technical training for participants. Participants—young, old, out-of-work, and displaced—can benefit from learning saleable technical skills. A broad solicitation of proposals, more public input, and an increased emphasis on technical training should be considered as next year's JTPA plan is developed.

The Governor's Coordinating Council established two Service Delivery Areas. One is composed of an expanded Concentrated Employment Program area, and the other is a Balance of State area. Private Industry Councils have been formed for each. The initial implementation of JTPA in Montana has been managed in a timely way. It is anticipated that the state plan will be submitted in a timely fashion.

The coordination established with various community and state agencies assures a distribution of JTPA funds throughout the state to eligible clients. The Office of Public Instruction wrote proposals for use of JTPA funds to provide World of Work, Adult Basic Education, classroom training, and exemplary youth programs. Partial funding of these proposals is anticipated. Continuation of World of Work and Adult Basic Education programs provides education opportunities for clients that helps eliminate severe barriers to employment. This enables clients to secure and retain employment. Clients are referred to these programs by Job Service Offices and other community agencies who have contact with eligible JTPA participants. Cooperation and communication between the Department of Labor and the Office of Public Instruction in Montana has been an important component of successful implementation of education and training programs in the past. This same communication and cooperation with program development will be a strength of JTPA implementation.

The State Director of Vocational Education in Montana has been appointed as one of the nine member State Coordinating Council. In addition, a state legislator who serves on the State Advisory Council for Vocational Education also serves on the State Coordinating Council for JTPA. These appointments help assure linkage and continual communication between JTPA and Vocational Education.

ON SOICC

STATE OCCUPATIONAL INFORMATIONAL COORDINATING COMMITTEE

ACTIVITIES IN MONTANA

The Montana State Occupational Information Coordinating Committee was created by two laws, the Vocational Education Amendments of 1976 (P.L. 94-482) and the Comprehensive Employment and Training Act of 1978 (P.L. 95-524). The primary purpose for creating this committee was to provide communication and coordination between the various agencies that need accurate occupation information. The supply and demand for workers should be a driving force when planning education and training programs. SOICC is made up of representatives from six agencies in Montana. These agencies include the Department of Labor—Job Service Division, Office of the Commissioner of Higher Education, Department of Social and Rehabilitation Services, Office of Public Instruction, Department of Commerce, Department of Labor—Centralized Services Division.

During fiscal year 1983, the SOICC published a report which included current information about the number of people being trained in various training programs and the number of people available for work throughout Montana. Data in the report is interfaced with the number of jobs currently filled, jobs expected to be open due to growth and replacement and average annual job openings. The report contains a list of limitations. The State Advisory Council recognizes the limitations are important considerations as the data is used by those developing training programs.

The data contained in the report was used by the Montana Vocational Education Planning Council as they wrote the 1984 Annual Plan. The data provided a valuable data base upon which to establish priorities. It is apparent that additional vocational-technical programs are needed in Montana even though the supply of workers outnumbers the demand for workers in some specific areas. The publication and use of this data is valuable in Montana.

The publication of a summary of the data contained in the SOICC report might be useful for additional utilization by a larger group of publics.

The further development of the Montana Career Information System (MCIS) has been another goal of the SOICC. The MCIS is a statewide system to assist prospective participants in vocational training programs in career decisions. The MCIS has been operational since September of 1981. The major objective is to provide quality information which is up-to-date, accurate, and in a format that is attractive and easy to understand to as many people in Montana as possible. The use of the system, as set up in Montana begins by indicating temperments, aptitudes and personal preferences. This information is coded to attributes of occupations. The user then obtains descriptions of these occupations and current employment in Montana. This leads the user to information about educational programs and institutions where the training is available.

Populations currently being served by MCIS include:

- | | |
|-----------------------------|------------------------------------|
| —secondary students | —university students |
| —community college students | —Native Americans on reservations |
| —displaced homemakers | —Mountain Bell employees |
| —dislocated workers | —vocational-rehabilitation clients |

User conferences, technical assistance, development of more user sites, and the revision of career data are the responsibilities of the MCIS staff. FY 84 should see continued growth of the MCIS throughout Montana. This career system needs to be expanded as a relevant and up-to-date career information system and used by the vocational personnel throughout Montana.

Distribution of Federal FY83 VoEd Funds in Montana

The following table reflects the allocation of federal funds by subpart based on the FY83 VEA grant. Please note that all projects are not closed and final payments are not made until projects receive final approval. Therefore, there may be differences between amounts planned and actual expenditures. All projects will be closed by June 30, 1984.

The table includes the following information:

- 1) **FY83 Expended Administration**—the amount of federal funds used for state administration.
- 2) **FY82 Carry-Over Expended**—FY82 money carried over into FY83 and expended during FY83.
- 3) **FY83 Funds Expended**—this is the amount of FY83 funds that have been paid on projects to date.
- 4) **Total VEA Funds Expended**—this is the total amount expended to date including both FY81 and FY82 funds.
- 5) **% Completed**—this indicates the percentage of projects closed, completed and paid in each section to date.

Subpart II

	FY83 Expended Administration	FY82 Carry-Over Expended	FY83 Funds Expended	Total VEA Funds Expended	% Completed
Instructional Programs					
Sec. 120 Apprenticeship	0.00	7,677.43	53,122.26	60,799.69	100%
Sec. 120 Emerging & Exemplary	0.00	81,308.00	515.00	81,823.00	100%
Sec. 120 Postsecondary	0.00	0.00	1,000,046.00	1,000,046.00	100%
Sec. 120 Disadvantaged	15,000.00	348,515.38	56,081.83	404,597.21	90%
Sec. 120 Handicapped	15,000.00	160,882.79	2,571.40	163,454.19	94%
Sec. 120 Sex Bias	50,000.00	- -	- -	- -	---
Sec. 120 Displaced Homemakers	0.00	0.00	8,414.75	8,414.75	84%
Sec. 120 Admin-Regular	174,810.00	- -	- -	- -	---
Subpart II Total	254,810.00	598,383.60	1,120,751.24	1,719,134.84	---

Subpart III

	FY83 Expended Administration	FY82 Carry-Over Expended	FY83 Funds Expended	Total VEA Funds Expended	% Completed
Support Services					
Sec. 130 Disadvantaged	0.00	25,826.71	16,490.93	42,317.64	77%
Sec. 130 Handicapped	0.00	32,042.33	361.90	32,404.23	81%
Sec. 130 Admin-Regular	40,000.00	- -	- -	- -	---
Sec. 131 Research	13,000.00	0.00	1,500.00	1,500.00	75%
Sec. 132 Exemplary	0.00	0.00	8,589.50	8,589.50	86%
Sec. 133 Curriculum	2,400.00	1,244.13	4,283.37	5,527.50	75%
Sec. 134 Guidance	0.00	39,330.83	5,234.61	44,565.44	100%
Sec. 135 Teacher Training	0.00	23,705.14	72,657.59	96,362.73	85%
Subpart III Total	55,400.00	122,149.14	109,117.90	231,267.04	---

Subpart IV

	FY83 Expended Administration	FY82 Carry-Over Expended	FY83 Funds Expended	Total VEA Funds Expended	% Completed
Special Programs Disadvantaged					
Sec. 140 Special Disadvantaged	0.00	16,176.00	18,824.00	35,000.00	76%
Subpart IV Total	0.00	16,176.00	18,824.00	35,000.00	---

Subpart V

	FY83 Expended Administration	FY82 Carry-Over Expended	FY83 Funds Expended	Total VEA Funds Expended	% Completed
Consumer Homemaking					
Sec. 150 Consumer Homemaking	0.00	0.00	108,474.00	108,474.00	100%
Subpart V Total	0.00	0.00	108,474.00	108,474.00	---
Sec. 102D Planning & Eval.	10,702.00	0.00	13,360.00	13,360.00	100%
GRAND TOTAL FED FUNDS	320,912.00	736,708.74	1,370,527.14	2,107,235.88	---

MACVE Research

ACTIVITIES OF LOCAL ADVISORY COMMITTEES

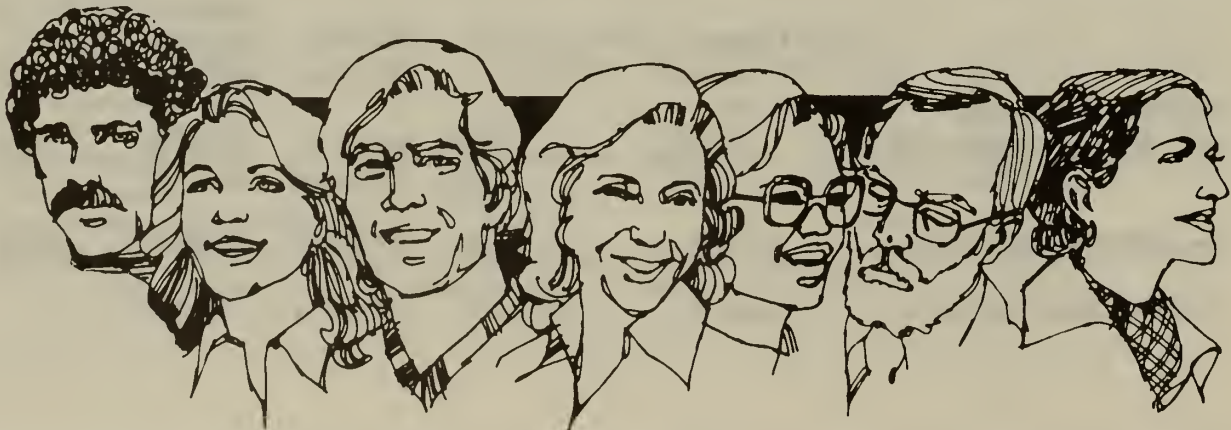
During the Spring of 1983, the State Advisory Council used a one-page questionnaire to survey all the vocational teachers in Montana. The purpose of the survey was three-fold. First, the Council was interested in the activities of local advisory committees as perceived by the vocational instructors. Second, the State Advisory Council wanted to offer our assistance and the Local Advisory Committee **Handbook** to any teacher who might be interested. Third, we requested a list of the names of local advisory committee members so that we could mail our newsletter to these people.

The mailing labels for **all vocational instructors** were secured from the Office of Public Instruction. A letter of explanation, a survey, and a self-addressed, stamped envelope for returning the survey was mailed to each teacher. MACVE received approximately a 25% response rate.

There were ten activities listed that local advisory committees might carry out. The teachers were asked to note the degree to which their local advisory committee accomplished those ten tasks. The scale used was: 1 = Not Performed, 2 = Inadequate, 3 = Satisfactory, 4 = Good, 5 = Excellent. The analysis of the survey indicated that of the activities listed, most were close to satisfactorily accomplished. Generally, agricultural teachers responded with the most active advisory committees and distributive education teachers with the least active advisory committees. The specific activities that were most often accomplished by all vocational program areas included promoting school activities, evaluating the facilities, and discussing changes in business. The activities included on the survey that were least often done were evaluation of students and/or student projects, and discussing employment opportunities.

The survey provided the Council with the names and addresses of over 600 local advisory committee members and the opportunity to distribute over 300 of the MACVE Local Advisory Committee **Handbook**.

MACVE concludes from this survey that there are local advisory committees that are 'alive and well' in Montana. However, we also feel that the 25% response rate indicates there are advisory committees and instructors who may not realize how to accomplish the tasks that were included in the survey. Technical assistance and communication with both teachers and advisory committee members continues to be an important responsibility of the vocational education administrative community.



MACVE MONITORING EVALUATION PROCESS

The MACVE Evaluation Committee chose to monitor the Office of Public Instruction's evaluation process by contacting each of the teachers and administrators whose programs were evaluated by the OPI staff specialists during the 1982-1983 school year. The committee used a letter and a questionnaire to contact these people and gather their perceptions of the OPI evaluation process. The specific objectives of the study included:

To assist the Office of Public Instruction in improving their local secondary vocational education program evaluation process.

To determine local teachers' and administrators' perceptions of the effectiveness of the on-site visitation process.

To use the information gathered as part of a data base to make recommendations for continual improvement of the on-site evaluation process.



RECOMMENDATIONS

Following the data analysis, five specific recommendations were developed by MACVE for the purpose of improving and strengthening the on-site evaluation process conducted by the Vocational Education Services Division of the Office of Public Instruction. They are as follows:

- 1) Continue the on-site visitation process utilizing a full day for the evaluation process with each school.
- 2) Reevaluate the total procedures used with guidance/counseling and special needs. Improve coordination, follow-up and materials used.
- 3) Reevaluate and revise forms used for the evaluation process. Try to simplify forms and provide explicit directions for filling them out.
- 4) Encourage the development of a closer relationship between business and industry and vocational education at the local level by providing technical assistance regarding the use of local advisory committees to both local committee members and vocational teachers.
- 5) Revise and develop the evaluation process to be a procedure where program quality and the goal of providing technical assistance to teachers and administrators is an important focus rather than an evaluation where compliance is the major concern.

MACVE

Public Hearing

1983

On May 18, 1983, in Miles City, Montana, the State Advisory Council for Vocational Education held a public hearing. The public hearing was held at Miles Community College in one of the College's community meeting rooms. Fifteen citizens from southeastern Montana were invited by the Council to comment about their concerns, thoughts, and recommendations for improving vocational education in our state. The public hearing was advertised in the MACVE **Sprout** newsletter, the local Miles City newspaper, and with notices placed on bulletin boards in Miles City.

Nine people spoke to the Council and two others mailed written comments to the MACVE office. The speakers included the local director of the Chamber of Commerce, a vice president of a bank, a legislator, a president of a community college, a student, a teacher, and others. The speakers' comments were informative and valuable to Council members as they seek to better understand local concerns regarding vocational education.

The comments at the public hearing were taped, transcribed, and summarized. Records of the complete comments are available in the MACVE office. The following are excerpts and summaries from the comments made at our 1983 public hearing

Linda Wiedeman, Vice President, First Security Bank & Trust, Miles City

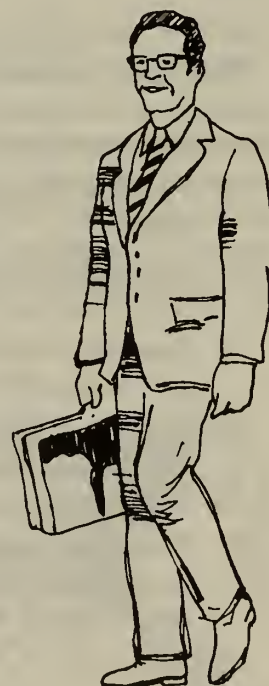
I want to mention the internship programs. At some time during the classroom instruction, there should be an opportunity for a student, who is bent on being a secretary to the Vice President, to go to the bank and actually be secretary to the Vice President to find out what the job is really like. An experience in an actual business situation would be greatly beneficial for students.

John Guerin, Student, Custer County High School, Miles City

I think the vocational classes are set up to give students an idea of a possible career when he gets out of high school. Bascially, I think everybody needs these classes for their day-to-day living. For students who intend to go to college, I think vocational classes give them a better background for what they are going to study.

Tom Asay, State Representative, Forsyth, Montana

It is important that vocational education keep up with changes in production methodology by staying in close contact with the business community. Educators must also concentrate on more than just teaching vocational skills. Workers need a sense of pride and the desire to do a job well—as very best as they can.



Arthur Taft, Director, Miles City Chamber of Commerce, Miles City

For the business community, vocational education has done an excellent job in keeping up with the times. Still, the business community needs people who understand basic functions such as accounting, transportation, mark-ups, mark-downs, displays, marketing, finance, advertising, sales, planning, management of money, manpower and materials. The science of doing business in the free enterprise system can also be applied to the improvement of our state vocational system. The more the vocational schools can blend in with the current and future job market demands, the better off business and industry will be as a result of it and the better opportunities the vocational system will have to expand their facilities and programs.



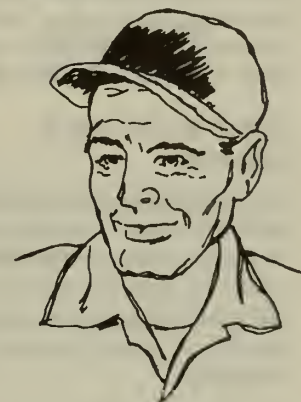
Paul Stengel, Superintendent, Custer County High School, Miles City

My support for vocational education is based on experiences that I have had over the years in which I have been able to witness some very, very fine accomplishments that have been managed by vocational education. Accomplishments which allow students to enter the job market and take jobs. Experiences which have allowed them to go from high school to the next step and become productive citizens with the ability to be either a professional worker, a skilled worker, or a laborer.



Francis Grasky, Nursing Director, Holy Rosary Hospital, Miles City

In the position I am in right now, I am hiring and using technically trained people. They have a quality education and are very capable people. I do recognize a need for expansion of programs in vocational areas. A quality education in the shortest time possible is certainly an important priority for many people. However, the admission policies for students to get into programs might be more stringent thus keeping the concept of quality education a top priority.



Don Kettner, President, Dawson Community College, Glendive

The three major challenges facing vocational and occupational education today are the upgrading of the skills of people who are presently in the workforce, dealing with the structurally unemployed, and dealing with entry-level training.

Postsecondary institutions need more stringent admissions requirements. We must decide what a student needs before he/she can be admitted into a vocational school or community college. Students need a strong foundation in basic skills.

Barbee Buchanan, Business Instructor, Custer County High School, Miles City

A larger percentage of high school students than most people realize do not go on to postsecondary education of any kind. These students need and deserve an education while in high school that prepares them for the job market. Money invested in high school vocational education will be money spent where its greatest benefits are going to be felt.



Secondary Vocational Education FY 1983 Enrollments

Program Descriptions and Statewide Student Enrollments

AGRICULTURE/AGRIBUSINESS

3236 Student Full Time Equivalent (FTE)

Farm and ranch management, animal and crop production, agricultural products marketing and ranch equipment maintenance are specific skills learned and practiced by students in Vocational Agriculture programs.

BUSINESS & OFFICE

5906 FTE

Business and office management techniques, public relations communications, word/information processing/computer application and concepts, equipment operation and accounting are some of the basic skill areas available to Business & Office students.

HOME ECONOMICS

7835 FTE

Managing the family resources, solving consumer problems, preparing nutritious meals, caring for children, and constructing useful clothes are skills learned and practiced by students in Home Economics programs. Skills students learn in Consumer Homemaking are also valuable in Home Economics related wage earning occupations.

DISTRIBUTIVE EDUCATION

1053 FTE

Retail sales techniques, consumer relations, inventory control, purchasing items for resale and employee relations are merchandizing and management skills learned and practiced by students in Distributive Education programs.

INDUSTRIAL ARTS

3619 FTE

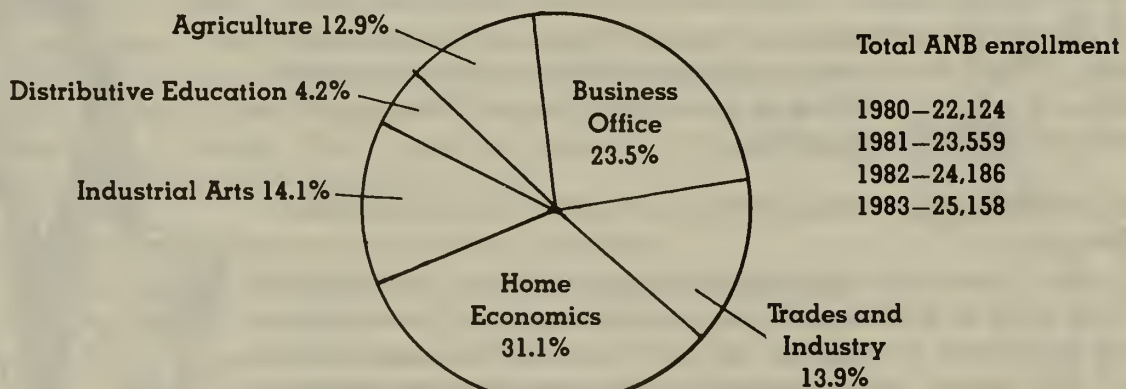
Exploration of the materials, tools, machines, production techniques and safety practices used in industry are the main activities experienced by Industrial Arts students.

TRADES & INDUSTRY

3509 FTE

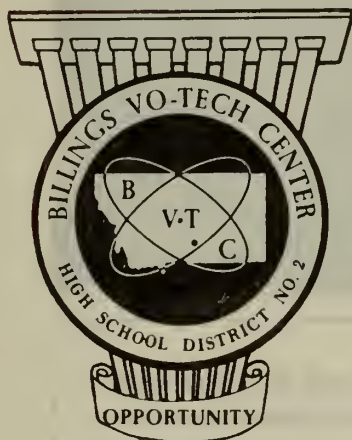
Students learn specific job related skills in trade and industrial programs such as auto mechanics, auto body, drafting, electronics and machine shop.

The % of total secondary enrollment in each program area



These figures are for grades 9-12. They are duplicate figures. This means that a student can be enrolled in both home economics and agriculture.

Montana Vo-Tec Enrollments FY 1983



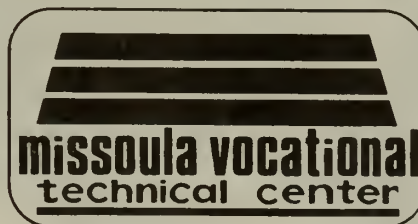
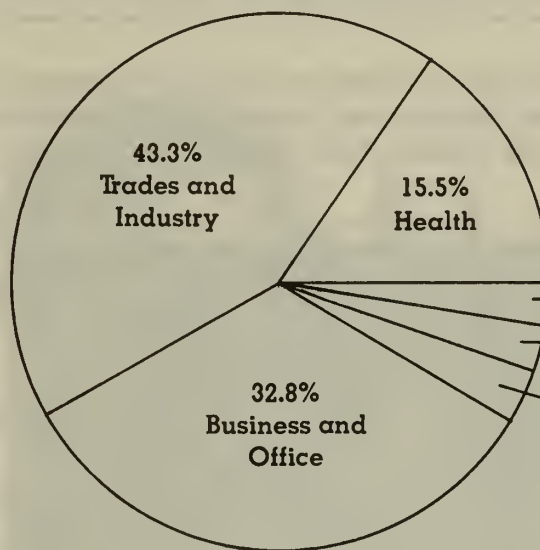
3803 Central Avenue
Billings, MT 59102
(652-1720)

732 FTE



1115 Roberts Street
Helena, MT 59601
(442-0060)

970 FTE



909 South Avenue West
Missoula, MT 59801
(721-1330)

781 FTE



404 South Wyoming Street
Butte, MT 59701
(782-4256)

454 FTE



2100 16th Avenue South
Great Falls, MT 59405
(791-2100)

561 FTE



Right: Ron Lulloff and Dan Gunlock
Oxyacetylene Cutting to remodel steps;
Combination Welding: Helena Vocational
Technical Center.

Current training programs are turning out only 50,000 craftsmen a year, at a time when the nation needs perhaps 240,000 a year, to replace retirees and fill anticipated growth in construction jobs. —Oscar Lowery, Public Service Co. of Indiana



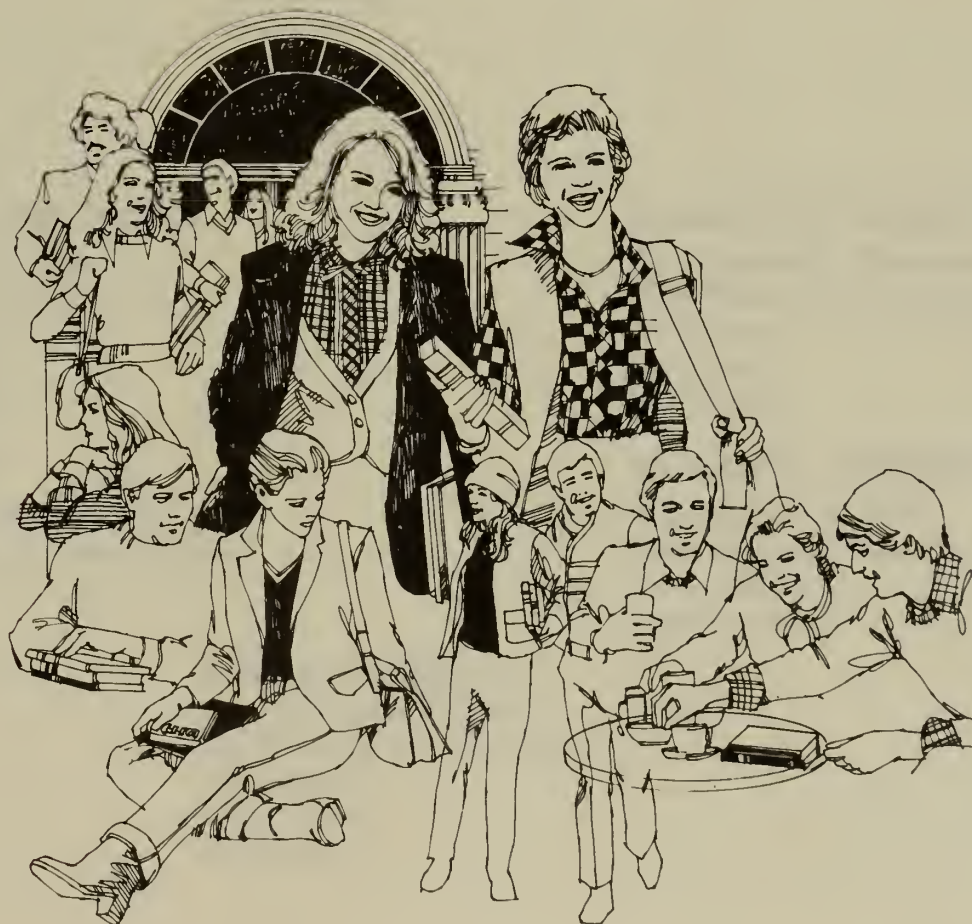
Left: Tim Knots Constructing
trusses for a garage; Building
Trades: Helena Vocational
Technical Center.

Acknowledgements

The Montana Advisory Council would like to acknowledge the assistance of individuals in the Montana Office of Public Instruction for service to vocational education in Montana and for the information provided for this annual report. We also wish to express our gratitude to the Superintendent of Public Instruction, Office of the Governor, Montana Job Service, Social and Rehabilitation Services, Legislative Council, Legislative Fiscal Analyst, Legislative Auditor, Accounting Division of the Department of Administration, Department of Institutions, Department of Commerce, CETA and SOICC. Individuals in these agencies provided valuable assistance to vocational education in the state.

Vocational instructors, administrators, local trustees, students, and local advisory committee members throughout Montana have also made a great commitment to the economic well-being of our state by their energetic involvement in Montana's system of vocational-technical education. The State Advisory Council for Vocational Education recognizes and acknowledges that it is at the local level where students learn skills that help them become more productive members of our state. MACVE is grateful for that service and commitment.

Special appreciation goes to the individual Council members who volunteered their time and energies toward the cause of vocational education in Montana and to Kristine Roby, Administrative Assistant.



Notes

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